

Appendix A: LBOTE Definition and ESL Learner Phases

LBOTE DEFINITION

A student from a language background other than English is one who speaks a language other than English in the home or whose parent(s)/guardian(s) speak a language other than English in the home.

ESL LEARNER PHASES

First Phase

First phase ESL learners are students whose understanding and production of spoken or written English is obviously limited in all social and educational situations.

First phase students range from complete beginners with minimal or no English to students who can communicate in English with limited fluency about events, themes and topics related to their personal experiences.

Students at the end of first phase will have acquired various levels of literacy in English depending on factors such as age on entry and literacy in their first language.

As a general guide, an ESL student will have moved beyond first phase after a period of nine months of instruction with ESL support.

Second Phase

Second phase ESL learners are students whose understanding and production of spoken and written English is progressing, but is still limited to a range of familiar social and educational situations.

Second phase students range from students who have acquired a basic communicative repertoire in English which enables them to participate in some class activities to students who can communicate with some degree of confidence and coherence about subject matter appropriate to their age group but removed from their immediate personal experience.

Students at the end of second phase will have made significant progress in their oral English language skills and will have been applying their English language and literacy skills to both formal and informal situations.

As a general guide, an ESL student will have moved beyond second phase after a period of three years of instruction with ESL support.

Third Phase

Third phase ESL learners are students who generally function fluently and competently in English, but who occasionally need assistance in meeting the particular language and literacy demands of English in specific social and educational situations.

Third phase students range from students who have developed a transitional communicative repertoire in English which enables them to function in most language and literacy activities to students who can communicate in English with confidence and clarity to a level approaching that of first language speakers about subject matter appropriate to their age but unrelated to their direct personal experience.

Students at the end of third phase will normally have extended their English language and literacy skills in both formal and informal situations and be able to learn and participate effectively in the mainstream classroom.

As a general guide, an ESL student will have moved beyond third phase after a period of seven years of instruction with ESL support.